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ABSTRACT

Brief annotations of instruments concerned with a variety of social skills measures appropriate for use with children from the preschool level through the third grade are provided. Included are tests designed to measure social competency, interpersonal competency, social maturity, social sensitivity, and attitudes toward others. The annotation provides information concerning the purpose of the test; the groups for which it is intended; test subdivisions or tested skills; behaviors or competencies; administration; scoring; interpretation; and standardization. An age table is also provided which lists the tests alphabetically, indicates the ages for which each instrument is considered suitable, and gives the page on which each annotation appears. (Author/CK)

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TM 000 889

MEASURES OF SOCIAL SKILLS

An Annotated Bibliography

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August 1971

MEASURES OF SOCIAL SKILLS

An Annotated Bilbiography

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Head Start Test Collection
Educational Testing Service

INTRODUCTION

This annotated bibliography is concerned with a variety of social skills measures appropriate for use with children from the preschool level through the third grade. Included are tests designed to measure social competency, interpersonal competency, social maturity, social sensitivity, and attitudes toward others. Tests purporting to measure skills which are primarily maturational in character, or to measure purely psychological personality constructs have been excluded.

The instruments described were found through a search of *Research in Education*, the *Current Index to Journals in Education*, and among the documents held by the Test Collection of the Educational Testing Service.

The age table on pages 4 and 5 lists the tests alphabetically, indicates the ages for which each instrument is considered suitable, and gives the page on which each annotation appears.

The main descriptive section conforms to normal bibliographic practice in listing the tests alphabetically by first author, followed by the test title, the source from which the instrument may be obtained, and the copyright date (indicated by a small c). The absence of a copyright date is not intended to suggest that the instrument is uncopyrighted.

The annotation provides information concerning the purpose of the test; the groups for which it is intended; test subdivisions or tested skills, behaviors, or competencies; administration; scoring; interpretation; and standardization.

Certain terminology and ground rules used in preparing the bibliography are explained below:

A. Test Title

Sometimes an instrument does not appear to have an "official" identifying label. In such cases, an appropriate name has been provided. When a measure is known by more than one name, the alternatives are indicated.

B. Age/Grade Range

The range should be considered as a guide only. Listed here is the age/grade range for which the measure is intended (as stated by the author), or the range from which data was obtained. However, a number of the instruments probably could readily be adapted for younger children, or for older children who are functioning below their chronological ages. Hence, the age/grade range listed may well be arbitrary and should not necessarily be viewed as ultimate limits.

C. Forms

If forms are not mentioned in an annotation, only one form of the test is available. Any variations are noted.

D. Timing

An instrument may be described as "timed," "untimed," or "paced." The latter means that the examiner reads the instructions and items to the examinee. When available, the approximate time required for administration is indicated.

E. Scoring

Unless otherwise indicated, scores are derived directly from the responses of the subject, usually by a summative process. The great majority of the tests are hand scored, any variations are noted.

F. Technical Data

In this area, only the kinds of norms available and the types of studies performed are reported. The content, results, or quality of the studies made are not indicated. If a reader finds a test of interest, he should examine the technical report in detail to determine whether that particular test is appropriate for his purposes.

Reliability studies show whether an instrument gives consistent results. Intra-scorer or intra-examiner reliability is the correlation between the results obtained when a single examiner scores the same set of tests more than once. Inter-scorer or inter-examiner reliability is the correlation between the results obtained when different examiners score the same set of tests. Odd-even, split-half, Kuder-Richardson 20, Kuder-Richardson 21, alpha, and Spearman-Brown correlations are all measures of internal consistency. A test-retest study indicates that the same form of the same test has been administered to the same group of examinees at two different times and the results correlated. When parallel forms of the same test have been given to a group of examinees and the results correlated, the correlation is called parallel form or inter-form reliability.

Validity studies indicate whether an instrument measures the skills, abilities, competencies, or traits which it purports to measure. One type of validity is concerned with the appropriateness of the test items according to some definition; for example, a statement of instructional objectives, the psychological definition of a concept, etc. Such validity is called content or construct validity. Another type of validity is determined by the correlation between the scores on an instrument and some other external measure of the same quality or attribute. For example, in a concurrent validity study the results of two measures taken on the same group of examinees at approximately the same time are correlated; in a predictive validity study the scores from a given test are correlated with those of a different measure taken at a later date.

AGE TABLE

AGE TABLE

	2	3	4	5	6	7	8	Pg.
Birthday Test			x	x	x	x	x	19
Cain-Levine Social Competency Scale				x	x	x	x	9
California Preschool Social Competency Scale	x	x	x	x				15
California Test of Personality, Primary Edition				x	x	x	x	22
Child Behavior Rating Scale				x	x	x	x	9
Children's Attitudinal Range Indicator				x	x	x	x	10
Cincinnati Autonomy Test Battery		x	x	x	x			8
Classroom Preference Scale					x	x	x	14
Color-Meaning Picture Test, Revised		x	x	x	x			24
Columbus Picture Analysis of Growth Towards Maturity				x	x	x	x	15
Detroit Adjustment Inventory, Delta Form				x	x	x	x	7
Draw-A-Group Test					x	x	x	13
Dunnington Sociometric Status Test			x	x	x	x	x	12
Gesell Developmental Schedules	x	x	x	x	x			12
Getzels-Walsh Test of Socialization							x	13
G-W Method of Paired Direct and Projective Questionnaires in the Study of Socialization							x	13
Introduction to My Child		x	x	x	x			21
Jesness Inventory							x	14
Manchester Scales of Social Adaptation					x	x	x	16
Maxfield-Buchholz Scale of Social Maturity for Use with Preschool Blind Children	x	x	x	x				16

AGE TABLE (continued)

	2	3	4	5	6	7	8	Pg.
McCandless-Marshall Play Interaction Measure		x	x	x	x	x	x	17
McCandless-Marshall Sociometric Status Picture Test		x	x	x	x	x	x	18
Minnesota Sociometric Status Test		x	x	x	x	x	x	18
Mummery Scale of Ascendant Behavior		x	x	x				19
Parten Social Participation Measure	x	x	x	x	x			20
Picture Story Measure of Kindness Concept				x	x	x	x	7
Play Report				x	x	x	x	21
Preprimary Profile		x	x	x	x			21
Preschool Attainment Record	x	x	x	x	x	x		11
Primary Academic Sentiment Scale			x	x	x	x		22
Project Head Start Behavior Inventory				x	x			12
Racial-Attitude Sex-Role Picture Test		x	x	x	x			24
Ring and Peg Tests of Behavior Development, Revised Edition	x	x	x	x	x			8
Rothenberg Social Sensitivity Measure						x	x	20
Russell Sage Social Relations Test						x	x	10
Social Episodes Test				x	x	x	x	23
Social Roles Test				x	x	x	x	23
Telling What I Do, Delta Form				x	x	x	x	7
Vineland Social Maturity Scale	x	x	x	x	x	x	x	11

Baker, H. J., *Detroit Adjustment Inventory - Delta Form; Telling What I Do - Delta Form.*

From: Test Division of The Bobbs-Merrill Company, Inc., 4300 West 62nd Street, Indianapolis, Indiana 46268 (c1956).

Designed as a diagnostic instrument to indicate, in the child of age 5 to 8, his habits or status, social adjustment, emotional adjustment, and ethical adjustment in the areas of self, school, community, and home environments. A test subscore is provided for each of the 16 categories mentioned, and a remedial leaflet is available. Eight "Across environments" and "Across types of adjustment" subscores are also provided. The questionnaire consists of 64 rating scales and is designed to be completed by a classroom teacher who is well-acquainted with the child. It is desirable and probably necessary that he consult with the child and/or one of his parents in determining the responses to some of the items. No technical data was available for review.

Baldwin, C. P., & Baldwin, A. L., *Picture Story Measure of Kindness Concept.*

From: NAPS Document 00653, ASIS National Auxiliary Publications Service c/o CCM Information Sciences, Inc., 866 Third Avenue, New York, New York 10022.

Tests cognitive understanding of the kindness concept in children of kindergarten age and older. The instrument consists of 10 pairs of stories, accompanied by illustrative pictures, which involve the following aspects of kindness: intentionality, choice, obedience, self-sacrifice, obligation to a guest, trade, bribe, returning a favor, equalizing benefits, and importance of benefit. Each subject is presented each pair of stories in sequence, asked to select the picture in which he thinks the child is kinder, and to explain his choice. Explanations are classified as articulate explanations of the predicted choice, articulate explanations of the opposite choice, and nondiscriminating. The test is individually administered and paced. Some experience is needed. Age percentages, kindergarten through college, on each situation are available for agreement with the kindness hypothesis, articulate explanations of the predicted choice, articulate explanations of the opposite choices, and nondiscriminating responses. Studies of the generality of the principles underlying the stories, but no other reliability or validity studies, are reported.

Banham, K. M., *Ring and Peg Tests of Behavior Development, Revised Edition.*

From: Psychometric Affiliates, Chicago Plaza, Brookport, Illinois 62910 (c1964).

Designed to assist in the estimation of the level of general behavior development in children from birth to 6 years. It includes not only tests of adaptive perceptual, ideational, motor, and linguistic behavior, but also attempts to measure development in social cooperation, personal independence, interest, drive, and purpose. The test items are arranged in five behavioral categories: Ambulative, Manipulative, Communicative, Social Adaptive, and Emotive Development. The testing materials include pencils, paper, shoelaces, plastic pegs and rings, and a box. Alternate items are available for every behavior item. The subtests are arranged in age group sequence. A particular child need take only those subtests which are appropriate to his behavioral age. Subtests at one month intervals, starting at age one month, are available for the child of less than one year, at two month intervals for the child of age 1 to 2, and at six month intervals for the child of age 2 to 6. The test yields age scale or point scale scores (the latter being most useful for diagnostic purposes), behavior developmental ages for each of the scales, and overall development quotient. The test is designed for individual administration by a doctor, pediatrician, clinical psychologist, or psychiatrist. Odd-even reliabilities, validations of behavior subtests against age, and correlations with *Cattell Infant Intelligence Scale* and *Stanford-Binet* scores are reported.

Banta, T. J., *Cincinnati Autonomy Test Battery (CATB).*

From: Thomas J. Banta, Professor of Psychology, University of Cincinnati, Cincinnati, Ohio 45221 (c1970).

Measures autonomous functioning in problem solving in children of age 3 to 6. Along with social competency, the *CATB* autonomy variables are curiosity, innovative behavior, impulse control, reflectivity, incidental learning, intentional learning, persistence, resistance to distraction, field independence, task competence, curiosity verbalization, fantasy-related verbalization, and kindergarten prognosis. The measure consists of a number of subtests such as the curiosity box test, or the dog-and-bone test, and ratings of variables by means of examiner observations during the testing period. Social competency is assessed by examiner rating scales. Tests are administered individually. Examiners should have extensive experience with young children and need some training or practice in giving this instrument. Some of the subtests are timed and others are not. The total testing procedure takes about one hour. Obtained ranges, means, and standard deviations on the subscores are available. Inter-rater, test-retest, and odd-even reliabilities and correlations with *Stanford-Binet IQ* scores are reported.

Cain, L. F., Levine, S., & Elzey, F. F., *Cain-Levine Social Competency Scale.*

From: Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, California 94306 (c1963).

Measures the social competence of trainable mentally retarded children aged 5 to 13. The scale is divided into four subscales: Self-Help (manipulative and motor skills), Initiative (self-directedness), Social Skills (interpersonal relationships) and Communications (understandability). Many of the items deal with skills which would be deemed maturational in the normal child. The scale consists of 44 items and is completed by interviewing a person who has had considerable opportunity to observe the child. The interviewer must have some skill in the task in order to obtain accurate responses from the respondent. Chronological age percentile norms for trainable mentally retarded children for the total score and the four subscores are available. Odd-even and test-retest reliabilities are reported. No validity studies were available for review.

Cassel, R. N., *Child Behavior Rating Scale (CBRS).*

From: Western Psychological Services, 12031 Wilshire Boulevard, Los Angeles, California 90025 (c1962).

Developed for the objective assessment of personality adjustments of children in kindergarten through the third grade. The items are 6-point rating scales on the behaviors, attitudes, attributes, or status of the examinee or his parents. *CBRS* provides measures in the significant adjustment areas of self, home, social, school, and physical adjustment and a global score indicating total adjustment. Areal scores may provide indications for diagnosis, clinical explanation, or remediation. The scale is self-administering and is completed by a person who has observed or knows directly the behavior of the child to be rated. Usually a teacher or parent serves as rater. T-score norms on scale scores and total adjustment score for typical and emotionally handicapped samples are available. Intra-rater, inter-rater, and odd-even reliabilities; content validity studies; discriminant function studies; and correlations with *Metropolitan Achievement Test* scores, *I.Q.*, grade point average, age, and the social quotients of the *Vineland Social Maturity Scale* are reported.

Cicirelli, V. G., Cooper, W. H., & Granger, R. L., *Children's Attitudinal Range Indicator (CARI)*.

From: Westinghouse Learning Corporation, 100 Park Avenue, New York, New York 10017 (c1968).

Assesses the attitudes, feelings, and evaluations about persons, objects or situations of children aged 5 to 9. Subtests deal with attitudes in the areas of peers, home, school, and society. Each item consists of 3 cartoon pictures which the child looks at as the examiner reads the captions. Each item tells a little story which is completed by the child checking a happy, neutral, or sad face as its ending. The test is group administered in small groups and paced. Administration time is approximately 30 minutes. No special training is needed. No norms are reported. Internal consistency, test-retest reliabilities, and comparisons between the scores of middle-class and lower-class children are available.

Damrin, D. E., *Russell Sage Social Relations Test (RSSR)*.

From: Office of Special Tests, Educational Testing Service, Princeton, New Jersey 08540.

Assesses skill in cooperative group planning procedures and in techniques of cooperative group action in elementary school children. Although the samples used in test development were children in the third through the sixth grades, it is thought that the test may also be used with teenagers and adults. The test consists of three construction type problems, graded in difficulty, and requires that the group work together in the planning and construction stages. The result is a group score, not individual scores. The planning and operations stages and the total test are rated. The latter ratings are different types of mature, dependent, semi-controlled, semi-restrained, immature, uncontrolled, and restrained groups. Administration of the test requires both a trained examiner (about 2 days of training) and a trained observer (about 5 days of training). The operations stage of each problem is timed and the total administration time is about one hour. Construct validity is asserted. No technical data was available for review.

Doll, E. A., *Preschool Attainment Record (PAR)*.

From: American Guidance Service, Inc., Publishers' Building, Circle Pines, Minnesota 55014 (c1966).

Combines an assessment of physical, social, and intellectual functions in a global appraisal of children from birth to 7 years of age. The *Record* includes eight categories of developmental behavior: ambulation, manipulation, rapport, communication, responsibility, information, ideation, and creativity. For each category, there is one item for each six-month age period. The item types, item arrangement, testing procedures, and interviewer qualifications are the same as for the *Vineland Social Maturity Scale* described next. Mean age for expected performance of each behavior is provided. Total scores may be converted to attainment ages or attainment quotients. No reliability or validity studies are yet available.

Doll, E. A., *Vineland Social Maturity Scale, Fourth Edition*.

From: American Guidance Service, Inc., Publishers' Building, Circle Pines, Minnesota 55014 (c1936-1965).

Assesses progress toward social maturity, competence, or independence in subjects from birth to adulthood. Items are designed to elicit factual descriptions of the examinee's habitual or customary behavior as an established mode of conduct. The items are arranged in order of increasing difficulty and represent progressive maturation in self-help, self-direction, locomotion, occupation, communications, and social relations. Detailed descriptions of the behaviors tapped by each item are available. The mean age for expected performance of each behavior for normal subject by total sample, by sex, for feeble-minded subjects, and item maturation curves are provided. Total scores may be converted to social ages or social quotients. The *Scale* is scored on the basis of information obtained in an interview with someone intimately familiar with the person scored, or the person himself. The interviewer needs practice and experience in the techniques involved. Illustrative interviews with subjects of various types and ages are available. Test-retest reliabilities, comparisons of social age and social quotients with chronological age, and item validation studies with normal and abnormal populations are reported.

Dunnington, M. J., *Dunnington Sociometric Status Test.*

A copy of the instrument may be examined in: Margaret Jenne Dunnington, "Investigation of Areas of Disagreement in Sociometric Measurement of Preschool Children," *Child Development*, 28:93-102, 1957 (c1959).

Measures sociometric status or social acceptance of the preschool child by his peer group. Although the technique was developed with 4 and 5 year olds, there appears to be no reason why it could not be used with older children. Each child names, in order, the three children in the group whom he likes to play with best and the three he likes to play with least. Then the child is asked if he likes to play with each of the children he has not mentioned. The responses are appropriately weighted to obtain a status score. A noticed or visibility score can also be easily derived. The test is individually administered and paced. No special training is needed. Test-retest reliability is the only technical data reported.

Educational Testing Service, *Project Head Start Behavior Inventory.*

From: Project Head Start, U.S. Department of Health, Education, and Welfare, 400 Maryland Avenue S.W., Washington, D. C. 20202.

Designed to assess certain behaviors in Head Start children. There are nine subscales: sociability, independence, curiosity, persistence, emotionality, self-confidence, jealousy, achievement, and leadership. The questionnaire consists of fifty 4-point rating scales. It is observational in nature, untimed, and is designed to be completed on each individual child by the classroom teacher. Cumulative percentile norms for each of the subscales are available for the total sample and by sex, urban/non-urban, race, age, and geographic region. Alpha reliabilities, but no validity studies, are reported.

Gesell, A., & Others, *Gesell Developmental Schedules.*

From: The Psychological Corporation, 304 East 45th Street, New York, New York 10017 (c1940-1947).

Assesses the developmental level (or developmental quotient) of children from age 4 weeks to 6 years. Maturity is measured in four major fields of behavior: motor characteristics (postural reactions, prehension, locomotion, general bodily coordination, specific motor skills), adaptive (perceptual, orientational, manual and verbal adjustments, alertness, intelligence, constructiveness), language (soliloquy, dramatic expression, communication, comprehension), and personal-social (personal reactions to other persons and to the impacts of culture; adjustments to domestic life, property, social groups, community conventions). The *Schedules* are individually administered by physicians. Several different forms (schedules) are available for children of varying ages. A number of props are needed. Developmental norms are available. No reliability or validity studies were available for review.

Getzels, J. W., & Walsh, J. J., *Getzels-Walsh Test of Socialization; G-W Method of Paired Direct and Projective Questionnaires in the Study of Socialization.*

From: Jacob W. Getzels, Departments of Education and Psychology, University of Chicago, Chicago, Illinois 60637 (c1958).

Assesses the degree of socialization in the family, personal, and social areas in children of age 8 to 13. Socialization is conceived of as the process by which the "person" is differentiated from the "self" and the overt response from the covert impulse. Overt responses are measured by a sentence completion test phrased in the first person and labeled the *G-W Test for Boys and Girls;* covert impulses by a completely parallel projective sentence completion test phrased in the third person and labeled the *G-W Test of Verbal Speed.* The tests are given at an interval of two weeks with the projective instrument given first. Both are available in parallel male and female forms. The score on each test is the number of negative responses. The score for the child is the Index of Differentiation (ID) found by subtracting the score of the direct measure from the projective measure score and dividing by the projective score. The tests are group administered and untimed, but speed is emphasized in the directions to the students. No special training is needed to give the test, but scoring requires experience and training. Mean projective, direct, and ID scores by age, sex, birth rank, and socioeconomic class/sex are available. Inter-rater reliabilities are reported. Validity is inferred from the ID scores performing as predicted with regard to age, sex, birth rank, and social class.

Hare, A. P., & Hare, R. T., *Draw-A-Group Test.*

From: A. Paul Hare, Professor of Sociology, Haverford College, Haverford, Pennsylvania 19041.

Designed to identify the hierarchy of leaders, followers, and isolates in a group of children aged 6 to 10. The child is asked to think of the children he likes to play with on the playground and the thing he likes to do best with this group, and then to draw a picture of his group doing the thing he likes to do best. After the picture is completed, the child is asked the names of the persons in the picture and to explain his view of what is happening. Scoring protocols for the pictures involve use of space, relative size and placement of the figures, range and shades of colors, and the like. The test may be group administered and is untimed. Scoring the pictures requires considerable training and experience. Correlations of the results with teachers' ratings are reported. No other technical data was available for review.

Jesness, C. F., *The Jesness Inventory.*

From: Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, California 94306 (c1962, c1966).

Although designed for use in the classification and treatment of disturbed or delinquent children and adolescents, aged 8 to 18, the scales should prove useful in a variety of settings. There are 155 true-false items, covering a wide range of content, and the following scales: social maladjustment, value orientation, immaturity, autism, alienation, manifest aggression, withdrawal, social anxiety, repression, and denial. Rather than a total score, the instrument has an index of asocial tendencies predictive of social and personal problems. The asocial index, based on weighted scoring, was developed by the use of discriminant analysis. The test may be administered individually or in groups, is untimed, and may be paced by tape recording or unpaced. No special training is needed to give the test. T-score norms for nondelinquents by both age and sex for each of the scales and the asocial index are available. Odd-even and test-retest reliabilities, cross-validation studies, fakeability studies, cutting score tables, correlations with *California Personality Inventory* scores, and relationships with data from a delinquent sample are reported.

Koslin, S. C., Amarel, M., & Ames, N., *Classroom Preference Scale.*

The questions asked, a description of the sketches used, and research results are given in Research Bulletin 69-12, available from Educational Testing Service, Princeton, New Jersey 08540.

Measures school-related racial attitudes in children in the primary grades. Attitudes assessed include desirability of going to school with white or Negro children, views on differences in behavior, opinions on differences in academic achievement, relative "niceness," and the likelihood of interracial friendships. The testing materials used are three pairs of sketches depicting classroom scenes. Each pair is essentially identical except for the racial composition of the students shown. The pairs are presented to the child in rotation and nine questions are asked to which he responds by pointing to one of the two sketches presented. The test is individually administered, paced, and takes about 15-20 minutes. A brief training period is needed in order to give the test. Distributions of total preference scores for white and black subjects are available. Race x Integratedness (vested within race) x grade x sex analysis of variance and test-retest reliability are reported.

Langeveld, M. J., *The Columbus Picture Analysis of Growth Towards Maturity.*

From: Albert J. Fiebig, Inc., P. O. Box 352, White Plains, New York 10602 (c1969).

Designed to facilitate the projective examination of children from age 5 to maturity. This is an instrument for the disclosure and study of some basic aspects of the growing child's creation of himself and of his correlative world. The test enables one to describe, analyze, and understand the child's relationship to himself, to his parents, educators, peers, and other people in situations related to his growing maturity and self-reliance, to his anticipation of maturity--or to his failure in these respects. The testing materials consist of 24 picture cards, 21 in black and white and 3 in color, which can be regarded from different points of view, corresponding to the basic determinants of the test. Certain subgroups of the cards are recommended as being especially useful for certain age groups, but no sequences of cards are mandated. The testing procedure consists of an individual interview. The interviewer needs experience and training in the use of projective tests. Outlines of the interview procedures and response interpretations are provided. No technical data is available.

Levine, S., Elvey, F. F., & Lewis, M., *California Preschool Social Competency Scale (CPSCS).*

From: Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, California 94306 (c1969).

Designed to measure the adequacy of inter-personal behavior and degree of assumption of social responsibility in children of age 2 to 5. The behaviors included are situational in nature and were selected in terms of common cultural expectations to represent basic competencies to be developed in the process of socialization. Each item contains four descriptive statements, posed in behavioral terms, representing varying degrees of competency. The *CPSCS* contains 30 items designed to be rated by a classroom teacher. The nature of the items requires the rater to have had considerable opportunity to observe the child in a variety of situations. Age percentile norms by occupational level and total sample are available. Inter-rater reliabilities are reported.

Lunzer, E. A., *The Manchester Scales of Social Adaptation.*

From: N.F.E.R. Publishing Company, Ltd., "The Mere," Upton Park, Slough, Bucks, Great Britain (c1966).

Measures social competence in children of age 6 to 15. The test is composed of a Social Perspective scale which bears particularly on the cognitive aspects of social competence and a Self Directions scale which deals with the more practical aspects of social "know-how." The first scale has general social perspective, knowledge of sports, knowledge of current affairs, cultural or aesthetic knowledge, and scientific knowledge subscales. The Self Direction scale has socialization of play and leisure activities, self-help, exercise of responsibility in home, freedom of movement, and exercise of financial responsibility subscales. The entire instrument is adapted from the *Vineland Scale of Social Maturity* and is designed to be more discriminating between children of similar ages than is that instrument. Administration takes the form of a standardized interview which takes 30 minutes or less in younger children and 35-40 minutes in older subjects. The examiner should be an experienced interviewer. Age decile norms are available on the total score and the two main scales, and age percentile norms for 10, 25, 50, 75, and 90% on the subscales. Internal consistency reliabilities based on item-scale correlations and inter-examiner reliabilities are reported. The construct validity is found to be acceptable, but other validity studies of the present scales have not yet been performed.

Maxfield, K. E., & Buchholz, S., *Maxfield-Buchholz Scale of Social Maturity for Use With Preschool Blind Children; M-B Scale.*

From: The American Foundation for the Blind, Inc., 15 West 16th Street, New York, New York 10011.

Measures social competence or social maturity in blind children from birth through 5 years of age. There are 95 items, each placed within the year level of its expected performance. No more than 20 items are included in any one age range. The items are categorized as Self-help General, Self-help Dressing, Self-help Eating, Communication, Socialization, Locomotion, and Occupation. The present scale is an outgrowth of the Maxfield-Fjeld adaptation of the *Vineland Social Maturity Scale*. It is completed by interviewing a person who knows the child well and by observing the child if he is present during the interview. The examiner should have considerable experience with the psychological testing of small children and with the diagnostic interviewing of both children and parents. The placement of items within the year of expected performance allows the easy calculation of a social age and social quotient (social age divided by chronological age). Construct validity is inferred due to level of expected performance being based on what blind children are actually found to do at the various age levels. No reliability studies are reported.

McCandless, B. R., & Marshall, H. R., *McCandless-Marshall Play Interaction Measure*.

From: Boyd R. McCandless, Department of Psychology, Emory University, Atlanta, Georgia 30322 (c1957).

Assesses social interactions in free play situations and develops friendship indices in these situations for the preschool child. Although the technique was developed with 3, 4, and 5 year olds, there appears to be no reason why it could not be used with older children. The method involves observing each child at spontaneous play for a minimum of 100 minutes in 2-minute observation blocks. The variables recorded and scored include associative play, friendly approach, conversation, and hostile approach. Attention (overt but nonverbal recognition of friendly or hostile approach by another child) is recorded but not scored. The subscore for each of the four categories is based on the average number of interactions with different children per minute; the total play interaction score is the average number of all interactions per minute. A best friend score is derived by determining the three children with whom a child has had the largest number of recorded associative play or friendly approach interactions and weighting the choices according to the order of choice. The score for any child is the sum of the weighted choices for the child from the entire group. Observers require some training and experience. Inter-observer, odd-even, equal time split, and outdoor-indoor split reliability correlations are available. Correlations of the play interaction score, the category subscores, various combinations of the category subscores, and the best friend score with teacher judgments of social acceptance and *McCandless-Marshall Sociometric Status Picture Test* scores are reported. No norms are available.

McCandless, B. R., & Marshall, H. R., *McCandless-Marshall Sociometrics Status Picture Test.*

From: Boyd R. McCandless, Department of Psychology, Emory University, Atlanta, Georgia 30322 (c1957).

Measures sociometric status or social acceptance of the preschool child by his peer group. Although the technique was developed with 3, 4, and 5 year olds, there appears to be no reason why it could not be used with older children. The testing materials consist of a board displaying the photographs of each child in the group. The test involves an interview with each child. The interview begins with the examiner ascertaining that the child recognizes the children in the photographs. Each child points to the pictures or names the three children, in order, whom he likes to play with best for each of three activities: outside play, inside play, and listening to stories. Additional choices are also recorded and scored. The total score is derived by appropriate weighting of the responses. Since only positive responses are recorded, no attempt is made to distinguish relatively unnoticed and relatively rejected children. No special training is needed to give the test. Total interview time is 3-15 minutes. Test-retest reliabilities and correlations with teacher judgments of friendship, observed play interaction, and observed best friend scores are available. See the *McCandless-Marshall Play Interaction Measure* above for an explanation of the latter two scores.

Moore, S., & Updegraff, R., *Minnesota Sociometric Status Test.*

From: Shirley G. Moore, Institute of Child Development, University of Minnesota, Minneapolis, Minnesota 55414 (c1965).

Measures sociometric status or social acceptance of the preschool child by his peer group. Although the technique was developed with 3, 4, and 5 year olds, there appears to be no reason why it could not be used with older children. This measure combines techniques used in the Dunnington and McCandless-Marshall tests described above. The testing materials are a board with photographs of each child in the peer group. Each child is interviewed individually and is asked to point out, in order, four children that he especially likes and then four that he doesn't like much. After that, the examiner points, one at a time, to each of the remaining pictures and asks if the child likes the group member depicted. The sociometric score is obtained by summing appropriate weights for each response. No special training is needed to give the test. Test-retest reliabilities are available, but no other technical data is reported.

Mummery, D. V., *Mummery Scale of Ascendant Behavior.*

From: University of Iowa Library by written permission of the author, Dorothy V. Mummery, P. O. Box 538, Ann Arbor, Michigan 48107.

Measures socially mature and socially unacceptable ascendant behavior in children of age 3 to 5, where ascendant behavior is defined as any kind of behavior by which an individual attains or maintains mastery of a social situation or attempts to attain or maintain mastery so that he is in control of his own activities and can carry out his purposes. The *Scale* contains 79 categories of ascendant behavior and assigns desirability ratings to each. These consist of verbal and physical methods of securing play materials, of directing companions, and of verbal and physical responses to these methods. There is a positive ascendant behavior subscore and a total score. The test involves observing a pair of children for 5 minutes in a controlled play situation. Some specially selected toys are necessary and practice in the observation technique is needed. Inter-rater, odd-even, and Spearman-Brown reliabilities, results of surveys of panels of expert judges on content validity and item weightings, and correlations of scores with teacher's ratings are reported. No norms are available.

Northway, M. L., Weld, L., & Davis, M., *The Birthday Test.*

From: Mary L. Northway, Institute of Child Study, University of Toronto, Toronto, 181, Ontario, Canada.

Designed to indicate a child's relationships to adults and children. A Junior Form for children aged 4 to 6 and an Elementary Form for children aged 7 to 12 are available. The child names the three children and three adults whom he would like to invite to his birthday party. He then indicates his three preferences, from those named, as associates in each of six different situations which are described at this fictitious party. Scores derived are relative attachment to adults or children, preferences for each of the six individuals chosen, preferences in dependent (need for help) situations, and preferences in independent (interaction) situations. A set of twelve dolls is needed for use with the Junior Form, which is individually administered and paced. The Elementary Form is group administered and paced in the lower grades, but not in the upper grades. No special training is needed to give the test. Neither norms nor other technical data were available for review.

Parten, M. B., *Parten Social Participation Measure.*

A copy of the instrument may be examined in: Mildren B. Parten, "Social Participation Among Pre-School Children," *Journal of Abnormal and Social Psychology*, 27: 243-69, 1932 (c1932).

Assesses degree of socialization in play behavior in nursery school children. Although the technique was developed with 2, 3, and 4 year olds, there appears to be no reason why it could not be used with older children. The method involves observing a child in free play for one minute a day over a period of several days. Twenty observations appear to be sufficient to give reliable results. Care must be taken to vary the observations over different portions of the time period(s) allotted to free play. The play is categorized as unoccupied behavior, onlooker, solitary independent play, parallel activity, associative play, and cooperative play. Leadership in play is recorded as independent pursuing of own will, directing, following, reciprocally directing, and intermediate position of leadership. In addition to classifying the category of play and type of leadership, the observer notes all the children in the group (if there is one), the activity engaged in, the duration of the activity, and amount of verbalization. The measure has subscores in each category of play, a total score, and group play or non-group play subscores based on weighting of the categories of play. Some practice in the observation technique is needed. Frequencies on the total score and age frequencies on the category subscores are available. Inter-observer and odd-even reliabilities and correlations with teacher ratings of social participation, age, and intelligence scores are reported.

Rothenberg, B. B., *Rothenberg Social Sensitivity Measure.*

From: Barbara B. Rothenberg, Children's Health Council of the Mid-Peninsula, 700 Willow Road, Palo Alto, California 94304.
Scoring guides and protocols from NAPS Document 00849, ASIS National Auxiliary Publications Service, c/o CCM Information Sciences, Inc., 866 Third Avenue, New York, New York 10022.

Measures social sensitivity, defined as the ability to perceive and comprehend accurately the behavior, feelings, and motives of other individuals, in children of age 7 to 11. The testing materials consist of four tape-recorded short stories which involve dramatic interactions between two persons. The stories exemplify the emotions of anger, happiness, sadness, and distress or anxiety, and each story depicts a change of feelings for the main character. The test itself is in the form of an individual interview. A tape is played once and the child is asked to describe how the actor felt. Then it is played again and he is queried on why the actor felt the way he did. Scoring is based on the accuracy, completeness, and complexity of the responses. Some experience is needed to give the test. Means and standard deviations on the separate tape subscores and the total score by grade and by sex are available. Inter-rater reliabilities and correlations between social sensitivity scores and interpersonal competence, self concept, defensiveness, and intelligence scores are reported.

Schiff, H. J., & Friedman, M. I., *Preprimary Profile; Introduction to My Child.*

From: Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611 (c1966).

Provides organized information about the nature and interests of children as they enter school for the first time--prekindergarten, kindergarten, or first grade. The instrument contains rating scales in the following areas: self-care, classroom management (the social behavior of the child), skill development, language development, and previous experience. The instrument, which is basically self-administering, is completed by a parent or an adult who lives in the same household as the child. It may be filled-out in about 15 minutes. It is suggested that the child be re-rated at the end of the school year by the teacher or a parent and that the two ratings be passed on to his teacher for the following year. Although no norms are reported, interpretations of high and low scores on each of the subtests are provided. No reliability or validity studies are available.

Seagoe, M. V., *The Play Report.*

From: NAPS Document 00692, ASIS National Auxiliary Publications Service, c/o CCM Information Sciences, Inc., 866 Third Avenue, New York, New York 10022.

Assesses the degree of play socialization in children of age 5 to 11. Five items, each requiring two responses, ask for information about the child's play activities. The indicated activities are classified as informal-individual, adult-oriented, informal-social, individual-competitive, and cooperative-competitive and are weighted on a scale from 1 to 9 points. The test is group administered and untimed for children older than 8 and individually administered and paced for younger children. No special training is needed to give the instrument. Age norms by sex for middle class children are available. Evidence of construct validity and validity based on chronological age correlations are presented. Inter-rater and Spearman-Brown reliabilities are available.

Thompson, G. R., *Primary Academic Sentiment Scale (PASS).*

From: Priority Innovations, Inc., P. O. Box 792, Skokie, Illinois 60076 (c1968).

Measures motivation for learning and relative level of maturity and parental independence in the child of age 4 to 7. Items request information on the child's preferred activities, attitudes, and behaviors and his parents' attitudes and behaviors. Subscores are sentiment and dependency scores. The test is group administered in two sessions and paced. One examiner is recommended for 10 children, two for 11-25, and three for 26-40 (maximum number). No special training is needed to give the test. Special instructions for the educationally disadvantaged are provided. Age quotient norms (analogous to intelligence quotients) are available for the sentiment scale, and age stanine norms for the dependency scale. Split-half and Kuder-Richardson reliabilities and correlations of the two scales with *Otis-Lennon, Screening Test of Academic Readiness, Screening Test for the Assignment of Remedial Treatments,* and *Metropolitan Readiness Test* scores are reported.

Thorpe, L. P., & Others, *California Test of Personality, Primary Edition.*

From: CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940 (c1942-1953).

Designed to identify the status of certain personality and social adjustment factors in children from kindergarten through the third grade. Other editions are available for elementary, intermediate, secondary, and adult levels. It is primarily a teaching-learning instrument which provides data to aid in the maintenance or development of a balance between these adjustment factors. Extensive suggestions for interpretation and use of the results by teachers, counselors, and supervisors are provided. Items are yes/no questions on the child's attitudes, opinions, behaviors, attributes, and treatment. The first part of the test, Personal Adjustment, has six personal security scales: self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, withdrawing tendencies, and nervous symptoms. The other part, Social Adjustment, has six social security scales: social standards, social skills, anti-social tendencies, family relations, school relations, and community relations. Two parallel forms are available. The test may be individually administered and paced, group administered and paced, or group administered and unpaced, depending on the reading ability and maturity of the children concerned. Approximately 45 minutes are needed to give the test. No special training is required. Percentile norms on the total score, main scales, and subscores are available. Kuder-Richardson reliabilities, evidence of content validity, and comparisons of the discriminate power of the test with that of other measures of adjustment are reported.

Trager, H. G., & Radke-Yarrow, M., *The Social Episodes Test.*

From: Marian Radke-Yarrow, Laboratory for Social Environmental Studies, National Institute of Mental Health, Building 10, Critical Center, Room 3D54, Bethesda, Maryland 20014 (c1952).
See also: Trager & Radke-Yarrow, *They Learn What They Live*, New York: Harper & Brothers, 1952. P. 121-82.

Probes racial and religious attitudes in children of age 5 to 8. Data is obtained by means of a projective method and an interview procedure. The testing materials are sketches of groups of children in school, on the playground, and on the street. Racial differences on religion are suggested by skin color or religious symbols. In all pictures, group identifications are made by the examiner in the course of the interview. The social episodes in the pictures are of four kinds: race or religious barrier (for example, a black child in the foreground may be interpreted either as part of a white play group or as isolated from it), race or religious non-barrier (children of the pertinent groups are playing together), religious symbol, and cultural observance pictures. The interview procedure is carefully outlined and several sample interviews are included. The interview is done in two sessions of about 30-40 minutes each. The examiners need practice and experience in interview and projective techniques. Response rates to questions, examples of responses, and interpretations of responses are explicated in great detail. Neighborhood, age, sex, and group membership differences found are outlined and six case studies are examined. No reliability or validity studies are reported.

Trager, H. G., & Radke-Yarrow, M., *The Social Roles Test.*

From: Marian Radke-Yarrow, Laboratory for Social Environmental Studies, National Institute of Mental Health, Building 10, Critical Center, Room 3D54, Bethesda, Maryland 20014 (c1952).

Probes awareness of differences in the social and economic roles of Negroes and whites and how such awareness (if it exists) is related to attitudes toward each race in the child of age 5 to 8. This is a companion test to, and uses the same methods and techniques as the *Social Episodes Test* described above. The testing materials consist of plywood formboards; 2 cutout figures of men or women (male dolls are used with boys, and female with girls), identical except for skin color; duplicate dolls' clothes representing "dress-up," "work," and "shabby" outfits; and duplicate plywood houses, representing suburb or slum dwellings. The interview revolves around dressing and finding homes for the dolls and for the child himself. All the information available for the *Social Episodes Test* described above is reported for this test as well.

Williams, J. E., & Roberson, J. K., *Color-Meaning Picture Test Revised.*

From: John E. Williams, Box 7775, Reynolds Station, Winston-Salem, North Carolina 27101.

Designed to measure racial attitudes in children of age 3 to 6 by the assessment of evaluative connotations of colors. The testing materials consist of twelve picture cards, each card depicting two like animals, insects, or objects of different colors. The cards are presented to the child in order through two presentations of each card. The even-numbered cards are of black and white animals and the child is asked to choose the picture which fits an evaluative adjective; for example, which one is the stupid cow? The other cards use other colors and are utilized for filler questions. The test is individually administered and paced. No special training is needed. Age total score frequencies, age response consistency rates, and item response rates are reported. Evidence of construct validity is presented. No reliability studies were available for review.

Williams, J. E., & Roberson, J. K., *Racial-Attitude Sex-Role Picture Test.*

From: John E. Williams, Box 7775, Reynolds Station, Winston-Salem, North Carolina 27101.

Designed to measure racial attitudes and views on sex roles in children of age 3 to 6. This test is similar to the Color-Meaning Picture Test described above. In this case, the even-numbered cards depict two human figures of the same age, one black and one white. The child is asked to apply the same evaluative adjectives as in the *Color-Meaning Picture Test* to the humans pictured. The other cards picture one male and one female with like age and race on the same card. The child is asked to indicate which figure fits a sex-role stereotype. All the information on administration, training, and technical data reported on the *Color-Meaning Picture Test* applies here except that age total score frequencies and age response consistency rates are available not only on the racial attitude subtest, but also on the sex-role subtest. Item response rates are available only on the former subtest.

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